

MICKLEFIELD SCHOOL (including Early Years Foundation Stage (EYFS))



CURRICULUM POLICY

Micklefield School (**the School**) offers a balanced and enriched curriculum in order to:

- provide an appropriate, challenging, and enjoyable curriculum to promote learning, personal development and independent thinking.
- support the growth, development and needs of the whole person.
- strive for quality and excellence and to help pupils achieve high academic standards.

1 Introduction

1.1 The School's curriculum and co-curriculum promote and follow the Education (Independent School Standards) (England) Regulations 2014 as amended from time to time.

1.2 The Curriculum Policy works in conjunction with the following School Policies:

- Assessment Policy;
- Learning Difficulties and Disabilities Policy;
- Gifted and Talented Policy; and
- English as an Additional Language Policy.

1.3 It is the responsibility of each individual member of staff to manage an individual pupil's progress and to support subject coordinators and to inform whole school tracking, monitoring and assessment protocols at School.

2 Aims

2.1 The School's curriculum aims to:

- Prepare pupils for the opportunities, responsibilities and experiences of senior school and promote a lifelong love of learning.
- Be inclusive by providing opportunities for all pupils to develop their skills and knowledge and to realise their potential.
- Provide a framework that serves the needs of teaching and learning.
- Promote the spiritual, moral, social and cultural development of all pupils.
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensure that principles are actively promoted which:
 - (i) enable children to develop their self-knowledge, self-esteem and self confidence;

- (ii) enable pupils to distinguish right and wrong and to respect the civil and criminal law of England;
- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (iv) enable pupils to acquire a broad knowledge of and respect for public institutions and services in England;
- (v) promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; and
- (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

- Encourage the personal mental and physical development of pupils.
- Identify and develop transferrable skills for the 21st Century.
- Cater for the individual needs and interests of the pupils.

2.2 The School's broad academic curriculum is supported by extra-curricular and co-curricular activities, which aim to give pupils of compulsory school age experience in the following areas:

- Linguistic education;
- Mathematical education;
- Scientific education;
- Technological education;
- Human and social education;
- Physical education; and
- Aesthetic and creative education.

2.3 To achieve these aims the curriculum:

- Is broad to ensure that each pupil is able to develop a wide range of skills and understanding.
- Is balanced to ensure that each element of the curriculum is given appropriate emphasis to achieve the above aims and promote a lifelong love of learning.
- Ensures that pupils are able to access a variety of senior schools.
- Is personalised to ensure that the individual needs of each pupil are met through the provision of appropriate choice, pace, challenge and support at all levels.
- Is stimulating to promote independent and lifelong learning
- Is progressive to build upon prior knowledge and experience through the introduction of appropriate challenge at all levels.

- Allows the development of transferrable skills and cross-curricular understanding.
 - Is designed to be free of stereotypes.
- 2.4 The curriculum is reviewed each year under the guidance of the Director of Studies to ensure that it matches the needs of all pupils.
- 2.5 At the same time, the curriculum provides a framework within which teachers are free to, and are encouraged to, work creatively for the benefit of pupils. All pupils must have the opportunity to learn and make progress and acquire skills and knowledge.
- 2.6 The PSHE Programme enhances the curriculum in Years 1-6. At the Early Years Foundation Stage (EYFS) the importance of the prime area of personal, social and emotional development is recognised. The School's curriculum is throughout the school supported by appropriate plans and schemes of work.

3 Organisation and planning

- 3.1 The School plans the curriculum in three phases. For each key stage, a long-term plan is agreed. This indicates what topics are to be taught in each term, and to which groups of children. The long-term plan is reviewed on an annual basis.
- 3.2 The School's Schemes of Work give clear guidance on the objectives and teaching strategies used when teaching each topic. The School uses the statutory primary national curriculum, and the EYFS framework in Preparatory and Reception classes, as a foundation for its own Schemes of Work.
- 3.3 The School's short-term plans are written by the teachers on a weekly or daily basis. Weekly plans are sent to the Headmaster each Monday.
- 3.4 In EYFS (Preparatory and Reception classes) the School adopts an inter-disciplinary topic approach to curriculum planning. The curriculum is carefully planned, using the EYFS Framework. In Preparatory, the School plans to develop the children's learning in the three prime areas and four specific areas through half termly topics. In Reception, the School uses topic planning and detailed Schemes of Work for the areas of learning.
- 3.5 The School fully supports the principle that young children learn through play, and by engaging in well-planned structured activities.
- 3.6 During the children's first term in the Reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the School. This assessment forms an important part of the future curriculum planning for each child.
- 3.7 The School is aware that all children need the support of parents and teachers to make good progress in school. The School strives to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.
- 3.8 At Key Stage 2, the School's curriculum places a greater emphasis on the core and foundation subjects, and these subjects are taught separately.

- 4 **Children with specific learning difficulties or Education Healthcare Plans (see Learning Difficulties and Disabilities Policy)**
- 4.1 The School's curriculum is designed to provide access and opportunity for all children who attend the school. If the School considers it necessary to adapt the curriculum to meet the needs of individual children, then the School does so in consultation with the parents of the child.
- 4.2 The School strives to provide additional resources and support for children with special needs and complies with the requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.
- 4.3 If a child's need is more severe, the School will refer the child to its Skills Unit where further interventions and support can be given. The School provides a personalised Target Sheet for the children who attend the Skills Unit.
- 4.4 Some children with more complex needs may require an Education Healthcare Plan. In considering a child for an Education Healthcare Plan, the School will involve the appropriate external agencies.
- 5 **Monitoring and review**
- 5.1 The Governors' Education and Staffing Committee is responsible for monitoring how the School's curriculum is implemented.
- 5.2 The Headmaster is responsible for the day-to-day organisation of the curriculum. The Headmaster monitors the weekly lesson planning for all staff, ensuring that classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 5.3 In conjunction with the Director of Studies, work is sampled and teaching and assessment strategies form part of the weekly CPD sessions for all teaching staff. Staff conduct paired observations and subject coordinators lead CPD sessions to highlight good practice and any forthcoming curriculum changes.
- 5.4 The Curriculum Policy is reviewed annually by the Headmaster and the Director of Studies.

Mr R M Ardé

Headmaster

Mrs F Yarde

Director of Studies

Reviewed: September 2020

Review date: September 2021